

Bright Beginnings School

ARIZONA SCHOOL REPORT CARD 2003-04

400 N. Andersen Blvd., Chandler, AZ 85224

Bright Beginnings School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Sydelle Hoffman
Schedule : 7:00 AM to 6:00 PM
Grades : Pre-K-8
2003 Enrollment : 380
Web Address : www.brightbeginnings.k12.az.us
Phone Number : (480) 821-1404
Fax Number : (480) 821-1463
E-mail : bbschool@yahoo.com

Mission

Bright Beginnings School is a Pre-K through eighth grade child-centered school where students learn through active involvement in hands-on experiences with a variety of materials.

School / Academic Goals

ü Student will make at least one year's academic growth as measured by the Stanford 9 Achievement Test.

ü Student will develop a lifelong love of learning and a positive self-concept.

Instructional Programs

ü Well-rounded Curriculum
ü Small Classes
ü Joyful Learning
ü Parent Participation Encouraged

Enrollment

October 1, 2002 School Year Student Enrollment : 413
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 380

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 20 minutes
First Day of School : 8/11/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Bright Beginnings School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü School Goals
- Ü Extracurricular Activities
- Ü Personnel Decisions

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	20.00
Other Professional Staff	2.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	2	0	0
10 or more years	4	1	0	0

Shared Responsibilities

School

The school is responsible for creating a safe environment; maintaining high academic standards; keeping parents informed and keeping our school goals in line for a successful school.

Parents

Parents are responsible for safe transportation of students to/from school; healthy snacks and lunches; encouraging excellent attendance; reading newsletters and volunteering at school.

Resources Available at School Site

Special Facilities

- Ü Outstanding Playground
- Ü Art Room

Extracurricular Activities

- Ü Arts/Crafts Classes
- Ü Before/After School Programs
- Ü Drama
- Ü Private Music Lessons

Social Services

- Ü Parenting Classes
- Ü Before/After School Programs
- Ü Recreational Activities

Transportation Policy

Bright Beginnings School has made arrangements to transport any child with a disability who cannot arrive by his/her own means of transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Top one percent on the Stanford 9 Achievement Test each year!

ü Phoenix Art Museum Off the Wall Contest Winner.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü National Poetry Contest Winner	1997
ü Chandler Spelling Bee Runner-up	1997
ü Southwest Writing Contest Winners (7)	2000
ü Arizona Department of Education HUG Contest Winner	1999

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	6	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	1	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			76
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	77	82
Grades 3-4	72	72
Grades 4-5	75	88
Grades 5-6	89	93
Grades 6-7	69	69
Grades 7-8	64	82

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	75372	100	100	101	576	576	523	0	0	9	4	4	25	21	21	36	75	75	30
All Students (Prior Year)	60	60	70809	NA	NA	NA	560	560	518	0	0	11	7	7	27	40	40	35	53	53	27
Female	39	39	36901	103	103	101	579	579	524	0	0	8	0	0	25	21	21	36	79	79	31
Male	18	18	38385	95	95	101	569	569	523	0	0	9	11	11	24	22	22	36	67	67	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	NC	NC	29103	NC	NC	99	NC	NC	510	NC	NC	12	NC	NC	31	NC	NC	36	NC	NC	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	49	49	34597	98	98	98	579	579	535	0	0	4	2	2	20	20	20	38	78	78	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	53	53	67315	104	104	101	576	576	525	0	0	8	4	4	24	21	21	37	75	75	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	57	57	49047				576	576	530	0	0	6	4	4	21	21	21	37	75	75	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	75221	100	100	101	542	542	523	0	0	8	4	4	16	65	65	56	32	32	21
All Students (Prior Year)	60	60	70860	NA	NA	NA	551	551	524	0	0	9	5	5	17	50	50	45	45	45	30
Female	39	39	36833	103	103	100	546	546	526	0	0	6	3	3	15	62	62	56	36	36	23
Male	18	18	38319	95	95	101	535	535	520	0	0	9	6	6	17	72	72	56	22	22	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	NC	NC	29019	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	21	NC	NC	55	NC	NC	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	49	49	34543	98	98	97	543	543	531	0	0	4	4	4	12	63	63	58	33	33	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	53	53	67215	104	104	101	541	541	524	0	0	7	4	4	16	68	68	56	28	28	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	57	57	48965				542	542	528	0	0	5	4	4	13	65	65	58	32	32	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	56	73654	98	98	99	561	561	530	0	0	9	0	0	13	79	79	70	21	21	7
All Students (Prior Year)	60	60	68592	NA	NA	NA	588	588	542	0	0	9	2	2	12	58	58	63	40	40	16
Female	39	39	36239	103	103	99	564	564	537	0	0	7	0	0	11	79	79	72	21	21	10
Male	17	17	37301	89	89	98	555	555	523	0	0	12	0	0	15	76	76	68	24	24	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	NC	NC	28348	NC	NC	96	NC	NC	520	NC	NC	13	NC	NC	17	NC	NC	65	NC	NC	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	49	49	33924	98	98	96	562	562	537	0	0	5	0	0	10	80	80	75	20	20	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	52	52	66348	102	102	100	561	561	531	0	0	8	0	0	13	79	79	71	21	21	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	56	56	47943				561	561	535	0	0	7	0	0	11	79	79	74	21	21	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	76230	97	97	101	529	529	498	2	2	12	21	21	38	16	16	12	62	62	37
All Students (Prior Year)	58	58	72888	NA	NA	NA	523	523	494	3	3	14	31	31	40	7	7	12	59	59	34
Female	30	30	37247	97	97	100	529	529	500	0	0	11	27	27	40	13	13	13	60	60	37
Male	28	28	38725	97	97	101	529	529	497	4	4	14	14	14	37	18	18	12	64	64	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	47	47	35389	96	96	96	532	532	514	0	0	6	21	21	32	15	15	14	64	64	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	53	53	67208	96	96	100	534	534	500	0	0	12	17	17	38	17	17	12	66	66	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	58	58	51193				529	529	507	2	2	9	21	21	35	16	16	13	62	62	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	59	76202	98	98	101	518	518	505	0	0	19	14	14	24	69	69	46	17	17	11
All Students (Prior Year)	58	58	72779	NA	NA	NA	518	518	505	9	9	21	10	10	20	47	47	43	34	34	15
Female	30	30	37231	97	97	100	517	517	507	0	0	16	7	7	24	77	77	48	17	17	13
Male	29	29	38718	100	100	101	519	519	503	0	0	22	21	21	24	62	62	44	17	17	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	47	47	35371	96	96	96	519	519	512	0	0	10	15	15	20	66	66	54	19	19	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	54	54	67105	98	98	100	520	520	506	0	0	18	7	7	24	74	74	47	19	19	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	59	59	51241				518	518	509	0	0	14	14	14	22	69	69	51	17	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	58	74692	97	97	99	548	548	502	0	0	18	10	10	27	71	71	47	19	19	8
All Students (Prior Year)	53	53	70710	NA	NA	NA	556	556	512	0	0	17	11	11	26	51	51	42	38	38	16
Female	31	31	36710	100	100	99	555	555	509	0	0	14	10	10	26	68	68	50	23	23	10
Male	27	27	37742	93	93	98	540	540	495	0	0	22	11	11	28	74	74	44	15	15	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	46	46	34785	94	94	94	552	552	517	0	0	10	11	11	23	65	65	56	24	24	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	53	53	66264	96	96	99	552	552	503	0	0	17	8	8	27	72	72	48	21	21	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	58	58	50185				548	548	511	0	0	13	10	10	24	71	71	53	19	19	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71167	113	113	99	487	487	463	18	18	38	35	35	41	41	41	14	6	6	7
All Students (Prior Year)	19	19	66213	NA	NA	NA	516	516	459	11	11	39	37	37	40	16	16	14	37	37	7
Female	NC	NC	34825	NC	NC	99	NC	NC	462	NC	NC	38	NC	NC	42	NC	NC	14	NC	NC	6
Male	12	12	36047	109	109	99	488	488	464	17	17	38	42	42	39	33	33	15	8	8	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	10	10	35245	111	111	95	497	497	476	10	10	26	30	30	45	60	60	19	0	0	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	17	17	63072	113	113	99	487	487	464	18	18	37	35	35	41	41	41	15	6	6	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	17	17	54110				487	487	468	18	18	33	35	35	43	41	41	16	6	6	8

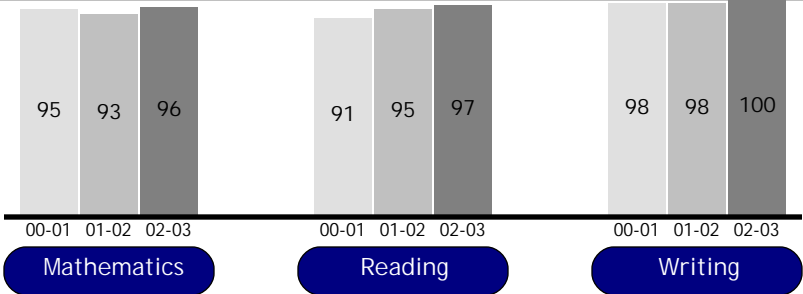
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	71100	113	113	99	529	529	502	12	12	25	12	12	21	41	41	40	35	35	15
All Students (Prior Year)	20	20	66144	NA	NA	NA	521	521	504	20	20	24	10	10	20	45	45	40	25	25	16
Female	NC	NC	34801	NC	NC	99	NC	NC	505	NC	NC	21	NC	NC	22	NC	NC	42	NC	NC	15
Male	12	12	36010	109	109	99	530	530	499	8	8	28	17	17	20	42	42	38	33	33	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	10	10	35198	111	111	95	539	539	515	0	0	15	10	10	18	50	50	47	40	40	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	17	17	62979	113	113	99	529	529	503	12	12	23	12	12	21	41	41	41	35	35	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	17	17	54060				529	529	507	12	12	20	12	12	20	41	41	43	35	35	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	17	69001	113	113	96	512	512	490	6	6	17	24	24	37	71	71	45	0	0	1
All Students (Prior Year)	18	18	63579	NA	NA	NA	548	548	493	0	0	15	33	33	42	44	44	41	22	22	2
Female	NC	NC	34086	NC	NC	97	NC	NC	496	NC	NC	13	NC	NC	36	NC	NC	51	NC	NC	1
Male	12	12	34644	109	109	95	507	507	484	8	8	22	25	25	39	67	67	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	10	10	34501	111	111	93	517	517	500	0	0	10	30	30	34	70	70	55	0	0	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	17	17	61615	113	113	97	512	512	491	6	6	16	24	24	37	71	71	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	17	17	52618				512	512	494	6	6	14	24	24	36	71	71	49	0	0	1

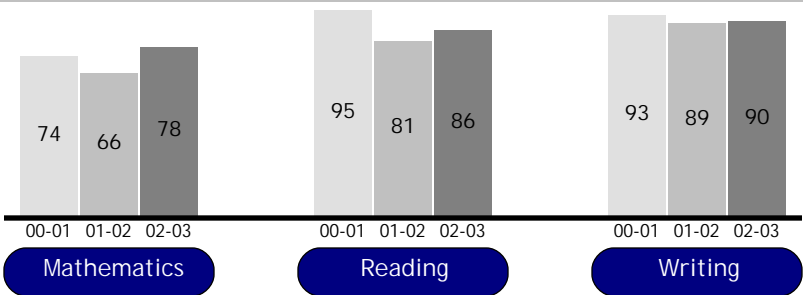
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

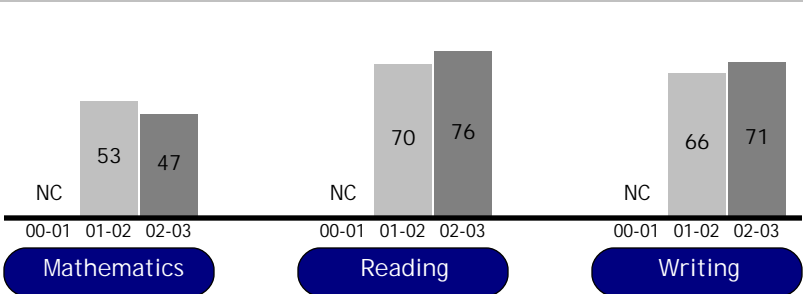
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	78	78	53	100	82	82	44	100	73	73	50
	Language	100	74	74	45	100	80	80	39	100	70	70	43
	Mathematics	100	83	83	56	100	84	84	52	100	80	80	57
3	Reading	100	76	76	50	100	80	80	43	98	84	84	47
	Language	100	79	79	55	100	83	83	50	100	85	85	54
	Mathematics	100	84	84	53	100	84	84	50	100	89	89	54
4	Reading	98	77	77	55	100	82	82	47	97	79	79	52
	Language	100	69	69	50	100	71	71	45	100	75	75	48
	Mathematics	100	76	76	56	100	78	78	52	100	82	82	57
5	Reading	95	81	81	51	100	78	78	46	100	81	81	50
	Language	100	78	78	46	100	72	72	43	100	74	74	46
	Mathematics	100	87	87	56	100	79	79	54	100	83	83	57
6	Reading	100	80	80	54	100	82	82	49	100	83	83	53
	Language	100	76	76	46	100	79	79	42	100	77	77	45
	Mathematics	100	87	87	61	100	90	90	58	100	90	90	62
7	Reading	100	89	89	53	100	86	86	48	100	83	83	51
	Language	100	88	88	55	100	89	89	51	100	90	90	54
	Mathematics	100	88	88	57	100	91	91	54	100	88	88	58
8	Reading	NC	NC	NC	55	100	85	85	49	100	77	77	53
	Language	NC	NC	NC	50	100	88	88	46	100	76	76	49
	Mathematics	NC	NC	NC	57	100	92	92	54	100	86	86	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have continued to provide a challenging environment where students feel safe and respected.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Syd Hoffman	(480) 821-1404
Transportation Policy	Karen Edris	(480) 821-1404
Community Resources	Syd Hoffman	(480) 821-1404
School Nutrition Programs	Syd Hoffman	(480) 821-1404
Parent Organization	Christy Pulsifer	(480) 821-1404
Student Health/Nurse	Margie Semick	(480) 821-1404

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards